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ABSTRACT

This unit of study, intended for intermediate grade students, focuses on comparing students from different cultures: Germany and the United States. The unit addresses National Social Studies Standards (NCSS) standards; presents an introduction, such as purpose/rationale; cites a recommended grade level; states objectives; provides a time allotment; lists resources needed; delineates procedures; discusses assessment; and suggests extension/enrichment activities. Appended is a student questionnaire (in English and in German), a data display of answers to the questionnaire, and notes for teachers to accompany questionnaire results. (BT)

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ED 479 708

KIDS IN GERMANY:

Comparing Students from Different Cultures

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My thanks to **Ms. Maya Dalinsky**, of Baltimore, Maryland, translating the survey into German.

NCSS STANDARDS - THEMATIC STRANDS

I. Culture

a. Explore and describe similarities and differences in the way groups, societies, and cultures address similar human needs and concerns.

IV. Individual Development and Identity

f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.

INTRODUCTION - PURPOSE/RATIONALE

In this series of activities, students will display data from a questionnaire completed by a selected class of German elementary school students. The class will then complete the same questionnaire themselves. The students will tally results from both questionnaire and display data in an appropriate form: a graph or possibly a Venn diagram. The students will compare the results of the German questionnaire with their own questionnaire responses and discover similarities and differences between their culture and the German culture. The German students polled live in a German metropolitan area comparable in size to Baltimore.

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RECOMMENDED GRADE LEVEL/ COURSE PLACEMENT

This lesson is designed for students in intermediate (3-5) grades. It can also be used with middle school students since the data are appropriate. It can also be used with primary students with some teacher modifications.

OBJECTIVES

Knowledge - Students will learn information about the daily lives of German children their own age.

Students will draw conclusions about the similarities and differences between their own lives and the lives of students from another country and culture.

Attitude - Students will gain an understanding and appreciation for another culture.

Skills - Students will use graphing skills to analyze and appropriately display results of both questionnaires.

They will be able to complete a questionnaire about themselves.

TIME ALLOTMENT

This social studies lesson can be correlated with graphing skills taught in mathematics class. Using both social studies and math periods, a teacher and class can complete these activities over a span of three days or six class periods.

RESOURCES NEEDED

graph paper for different kinds of graphs, writing paper, drawing paper, Appendix 1: Student questionnaire to be completed by the class, Appendix 2: Data from German student questionnaire, Appendix 3: Notes for the teacher

PROCEDURES

A. Students will complete a questionnaire about themselves. Teacher will discuss the nature of answering

questions about their likes and dislikes. Students should be cautioned about doing their own work and not discussing responses. After completion the teacher will collect questionnaires.

B. Teacher will divide class into small groups of students. These groups will be assigned several questions from the questionnaire. Students will tally the results of their section of the questionnaire. The tallied results from the questionnaire will be displayed for the entire class.

C. Each small group will determine which graph (pictograph, pie chart, bar graph, line graph) of its data will be most suitable and make a graph for each of the questions in their section of the questionnaire's data. Students will make a graph for each set of student responses. There will be two graphs (one for Germany, one for the U.S.) for each question. NOTE: Teachers should determine before beginning that students know how to graph data. This can serve as an integrated math/social studies lesson.

D. Small groups of students will tally the data in Appendix 2 from the corresponding questions they completed from their own class's questionnaire responses. They will then use the same kind of graphs (used in their own survey) to graph the German students data.

E. In their small groups, students will orally compare and contrast the results of specific questions from the questionnaire. Students will look for similarities and differences in the responses. Students will use vocabulary such as: "greater than," "less than," and "equal to." Students will look for ways to combine sections of graph data.

F. Each student will write a paragraph expressing the inferences found in "E."

ASSESSMENT

1. Teacher will assess the conclusions drawn by the groups concerning the similarities and differences each group has compiled from its section of the questionnaire.

2. Teacher will assign a written question about the similar and differences of specific questionnaire questions to the class.

3. Teacher will assign a written question about the results regarding the similarities and differences each student can find from examining the responses from both Germany and the U.S. questionnaire.

4. Individual students can complete a Venn diagram using graphing data as a source material.

EXTENSION AND ENRICHMENT

1. Students can make their graphs on large poster board to display their own class results with German student results. These can be hung in the school foyer.

2. Another class can complete the survey. Students from each class can compare their own class responses with those of another or compare the new class with the German class. Are there marked differences between American classes or between the second American class and the German class?

3. Students can use this data about themselves to write an autobiography or make an "All About Me Book."

APPENDIX 1

STUDENT QUESTIONNAIRE

1. I live in

2. I was born in

3. On my vacation, I went to

4. My favorite sport to play is

5. My favorite sport to watch is

6. When I grow up my job will be

7. My favorite food is

8. My favorite color is

9. My birth month is

10. My favorite subject in school is

11. My least favorite subject in school is

12. My jobs at home is

13. My hobbies are

14. My favorite TV show is

15. My favorite holiday is

16. My favorite season of the year is

17. People in my family (including me) are

APPENDIX 1

STUDENT QUESTIONNAIRE (IN GERMAN)

1. Ich wohne im _____.

2. Ich wurde in _____geboren.

3. Ich habe meinen Urlaub in _____ verbracht.

4. Mein Lieblingssport als aktiver Spieler ist _____.

5. Mein Lieblingssport als Zuschauer ist _____.

6. Wenn ich erwachsen bin, werde ich _____.

7. Mein Lieblingericht ist _____.

8. Meine Liebslingsfarbe ist _____.

9. Mein Geburtsmonat ist _____.

10. Mein Lieblingsschulfach ist _____.

11. In der Schule, mag ich dieses Fach am wenigsten: _____.

12. Mein Haushaltspflichen zu Hause sind _____.

13. Mein Hobbys sind _____.

14. Mein Lieblingssending im TV ist _____.

15. Mein Lieblingsfeiertag ist _____.

16. Mein Lieblingsjahrezeit ist _____.

17. Die Personen meiner Familie (mit mir inklusive) sind _____.

APPENDIX 2

DATA DISPLAY OF ANSWERS FROM GERMAN STUDENT QUESTIONNAIRE

1. "I live in" Furth 20

2. "I was born in" Germany 20

3. "On vacation I went to..." Turkey 8, Greece 2, France 1, Germany 2, Italy 4, Hungary 1, Egypt 1, Spain 1, Albania 1

4. "My favorite sport to play is..." catch 2, break dance 1, volleyball 2, swimming 4, volleyball 4, soccer 5, basketball 2, gymnastics 1, Tai Kwan Do 1

5. "My favorite sport to watch is..." soccer 12, basketball 4, swimming 2, all 1, riding bike 1, baseball 1

6. "When I grow up my job will be" chef 1, soldier 2, librarian 1, soccer player 5, artist 1, archaeologist 1, baker 1, chemist 1, veterinarian 1, doctor 2, teacher 1

7. "My favorite food is..." donuts 1, cake 2, spaghetti 2, noodles 5, doner 1, pizza 4, sauerbraten 1, lasagna 1, apples 1

8. "My favorite color is..." black 1, green 1, blue 10, red 4, yellow 3

9. "My birth month is..." January 2, February 1, March 0, April 1, May 0, June 1, July 2, August 2, September 3, October 0, November 1, December 3

10. "My favorite subject in school is..." math 9, writing 1, sports 6, German 1, English 1, art 1

11. "My least favorite subject in school is..." German 7, Math 2, Religion 1, Art 1, Music 3, HSK (Heimat und Sachknude) 4, English 1

12. "My job at home is..."wash dishes 1, set table 1, cook 3, nothing 1, dry dishes 2, put away dishes 1

13. "My hobbies are..." playing soccer 2, reading 2, swimming 4, duck hunting 1, listening to music 1, playing basketball 1, playing sports 1

14. "My favorite TV show is..." vampire films 1, Mickey Mouse 2, Kika 1, Yu-Gi-Oh 1 soccer 1, Ant Attack 1, Tom and Jerry 1

15. "My favorite holidays are..." Christmas 5, birthday 3, Easter 1, summer vacation 1

16. "My favorite season of the year is..." summer 15, spring 1, winter 1

17. "People in my family (including me) are..." one 0, two 1, three 3, four 4, five 9, six 1, seven 1

APPENDIX 3

NOTES FOR TEACHERS TO ACCOMPANY QUESTIONNAIRE RESULTS

The ideas below are presented to facilitate discussion of the corresponding responses to the questionnaire.

1. Many students at one school have different city/town mailing addresses. The metropolitan area of Nurnberg, Furth, Nurnberg, Erlangen has a population of about one million.

2. Furth has a high immigrant population. This is unusual. The school is atypical in that it has a high student population who parents are immigrants. Even students self-identify themselves as Turkish even though they were born in German. Two students identify themselves as Albanian. . Map the out-of-state and instate birthplaces of your students. Were any of your students born outside the US? Notice the distance from city of birth to city of residence.

3. Ask your students for specific places or place names like Denver, not generalities such as camp or pool. Germans look forward to and plan for vacations. Visiting other countries is not uncommon. Many children went to visit relatives, too.

4. Find maps of playgrounds, baseball diamonds, etc. to display to students. Brainstorm for equipment needed for each sport. German children are encouraged to participate in team sports.

5. A number of students mentioned football (American soccer.) Locate American baseball teams or soccer teams on your US map.

6. Which jobs need a college education? Which jobs provide goods and services? Some job categories, such as sports or entertainment, can be combined for graphing purposes.

7. Which are typically thought of as "American" foods? Sort foods according toyour food pyramid. Try cooking some of these foods with your class-yum! German food markets are found in many communities. Try for the "real" thing; not just the Americanized version. Doner is Turkish. We might call it Shish Kebab. Boodles are served with several kinds of meat.

8. Try to discover why each color choice was significant for your students. Which colors do children of both cultures like?

9. What are other ways of demarking time? Sometimes we refer to the Presidency of... or in the reign of...

10. What is the most liked subject area? Ask if students think the results are a surprise.

11. What reasons do your children think of for not liking German? Remember "German" means reading and all the language arts. "English" is taught as a foreign language. HSK (Heimat und Sachknude) is a combination of local geography, history, and other social studies.

12. Jobs: Most children do not seem to have meaningful jobs around the house. Compare their list with the one generated by your students

13. Sort these according to activity level. You may choose to discard sports (which are not hobbies) or combine some activities.

14. Most adults as well as children really like cartoons. Categorize the kinds of programming your students like. Data here is incomplete. Many students listen favorite TV stations instead of programming. Tom and Jerry, Mickey Mouse, Ant Attack, Yu-Gi-Oh, and Kika are all animated.

15. Children attend school 200 days a year.

16. Summers are hot and humid. Describe the weather where you live seasonally. Look up the daily weather report for a German city in your newspaper.

17. Most nuclear families live in apartments. Relatives live near by. A traditional pattern would include grandparents living with the family but this has changed in the last 40 years.

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